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ABSTRACT

This paper considers students' attitudes toward research and writing about research and discusses methods used to help students overcome their largely negative attitudes toward research. The paper first states that at Illinois State University in Normal, the course that follows freshman composition is one on academic discourse. The paper reports on surveys given to students that revealed negative attitudes toward research but which gave vague reasons for the negativity--missing library materials, poor journal selection for student needs, etc. The paper points out that one simple solution is to help students discover more unusual research topics. The paper also notes that while some of the resistance to library research may be attributed to intellectual laziness, some of it also must be attributed to the constricting misconceptions students have about what constitutes student research. The paper argues that, in students' writing experience, they have rarely, if ever, been asked to do primary research. The paper suggests surveys, historiography, and ethnography as three areas of primary research that students may use to write fulfilling, engaging papers that push them beyond the typical synthesis or summary papers that require little original thought or critical thinking. To illustrate the relevance of these research types, a description is provided by the paper. Results of an environmental survey first given by Greenpeace and an account of the massacre at Little Big Horn from an 1876 newspaper are appended. (TB)

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**Meta-Research:
Researching Student Researchers' Methods**

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Introduction

"Research is boring."

"Research is going to the library and looking stuff
up."

"Doing research is frustrating; I can never find the
books I need."

These are some of the comments students in a second-semester writing course made when we surveyed them about their attitudes toward and approaches to research. The first writing class at Illinois State University focuses on public discourse, and the second, which students may take any semester after completing 101, focuses on academic discourse. This survey was the first part of a pilot study conducted in the spring of 1995. Two of the authors of this paper served as teacher-researchers, and the third observed appropriate class meetings. The first part of this paper will discuss our students' attitudes toward research and writing about research, attitudes which are overwhelmingly negative. The second part will discuss the methods we are developing to help students overcome their negative

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attitudes. Our initial research indicates that students in academic writing classes need instruction and practice in various types of research not only to become better writers, but to become more critical readers as well.

Part 1: Students' Attitudes Toward Research

Most of our students' initial complaints about research were rather vague. Although many of the surveys revealed that students had difficulty finding the materials they wanted in the library, none of the surveys explained why library research seemed so daunting. Indeed, the survey responses left us wondering how many students were like Ginny, a student whose first in-class writing explained that she had had many problems when she took 101, and that one major problem with that course was her fear of heights which limited her library research to "the first, possibly the second floor."

In fact, as we discussed library problems with our students, we realized that a student or two in each class seemed intimidated by the library. Fear of heights did not come into play with most of these students. But students whose previous library experiences had been limited to small buildings with antiquated card catalogs were understandably leery of ISU's six-floor building with on-line systems. However, such complaints were clearly the minority. Most students did not like the library because they thought it

too difficult to find materials, usually for one of three reasons.

First, materials which belong in the library are often physically absent. This complaint comes most often from students who were "burned" in 101. When freshman composition students embark on particularly popular topics--abortion, euthanasia, gun control--they often find that other zealous students researching the same topics have decided to save the nickel-a-page photocopying charge by stealing the articles from the library's magazines. In 101, this problem is often overcome by avoidance--teachers work with their students at brainstorming more unusual topics, and the students tend to write more innovative papers as a result. Indeed, many a freshman composition instructor has probably fantasized about going into the library and tearing out all of the articles on topics like gun control simply to avoid being faced with yet another trite paper on a serious subject.

The problem is not as prevalent with students in the academic writing course. Admittedly, even in courses in academic writing, there are particularly popular topics. For example, Education and Criminal Justice are two of the departments at ISU which require all of their majors and minors to take the academic writing class. Hence, every semester we have certain students who want to write about mainstreaming and certain students who want to write about police brutality. And while we would like to believe that

future educators and future court officers have particular respect for library property, we do get student complaints about materials missing from the journals in these fields. This is particularly problematic because it is more difficult for us as teachers to suggest other topics when students are writing about fields we have not studied ourselves. Thus, there is no simple solution for advanced students who discover the sources they want are missing.

There is also no simple solution to the second library problem students identify. Sometimes the library fails to stock journals that would be helpful to many of our students. Indeed, our recent on-line search revealed that only three of the 18 colleges and universities within a 50-mile radius of Illinois State University have any substantial academic journal holdings. Fortunately for our students, Illinois State is one of these three, yet it still lacks a large number of the most widely-used academic journals. The outlook is considerably bleaker for students of the other 15 institutions in our area.

In addition to the problems of finding that materials are missing from the library, and of finding that the library does not stock certain materials, students identify a sort of middle of the road problem. Students note that they can't readily figure out what materials may or may not help them augment their papers. The goal of these students is to continue researching their papers as they have in the

past--by looking things up in books. They want to gather materials together and write a synthesis paper.

It is easy to write off this problem as one of physical or intellectual laziness: students don't want to think for themselves. But as we talked with our students, we came to the conclusion that, while laziness may be a factor, most of them truly have a different understanding of research than we do. They see research in two different ways. First, there is the research of other people--scientists in their laboratories, for example. And then there is student research--the kind of exercise that is required in writing classes. While students have some vague notion that there is this other kind of research, primary research, they see their own work as being immune from such study.

There are a number of reasons why students justifiably make such an assumption.

First, in their writing experience, they have rarely if ever been forced to write papers based on primary research. In fact, even in situations when they are asked to conduct research, the assignments--such as "the observation paper" which many 101 teachers assign--are nothing like what scientists do in their laboratories, so students don't recognize research while they're doing it.

Second, in their experience as readers, most of the material they have been exposed to does not pointedly refer to primary research. When Newsweek provides the results of a poll, the source is likely to be in minute print at the

bottom of a graph. When *Seventeen* quotes a psychiatrist, there's no way to know whether the quotation comes from an interview or from a book by the psychiatrist. Methodology is essentially dismissed by the editors of the publications our students are most familiar with.

Indeed, even when they approach textbooks geared for classes in academic writing, they are likely to get a skewed perception of what constitutes academic writing. Many of these texts contain abridged writing samples. Such samples almost never include parenthetical citations or bibliographies, and the samples that include reviews of literature and methodology sections are extremely rare.

Another reason students develop a misunderstanding of the nature of research may also be tied to their textbooks. Many good textbooks fail to refer to primary research at all. Others, like Kiniry and Rose's *Critical Strategies*, save field research for the last two chapters--seeming to reinforce students' notions that primary research is best left to the professionals. Still others, like Greenberg and Comprone's *Contexts and Communities* mention research early, but focus on traditional methods. Their fourth chapter, "Using Research Tools to Broaden Your Perspective," includes only two paragraphs on field research. The chapter summary begins: "Research provides writers with information they are not able to provide themselves" (96). Such a statement would almost certainly reinforce students' ideas that

writing a research paper means finding someone else's work and putting it in your own words.

Obviously, such attitudes are naive. And it is particularly frustrating to recognize such naiveté in students in the academic writing class because these students have been exposed to a number of journal articles. While the articles in their textbooks may be abridged, the articles they find for their own papers typically include a review of literature (which emphasizes the flaws, weaknesses, or simply the limitations of earlier studies) and a methodology section (which elaborates the course of study the particular researchers chose to follow). Unfortunately, when we observed students working with the academic articles they found on their own, we realized that many students skim the review of literature and methodology sections of academic articles when they read. In fact, some students will ignore these sections completely. When students bring academic articles to a class meeting devoted to drafting, some of them will invariably have photocopies of only parts of their articles, or they will have the entire articles, with carefully highlighted introductions, results, and conclusions, but the remaining portions of their articles will appear unread. Obviously, these students have been convinced that the introduction, results, and conclusions, are the crux of an article, and they can get by without the rest of the material.

Clearly, we need to do more to make our students understand that while library research is important to the articles in academic journals, this kind of research is not a means to an end in such articles. The reviews of literature in these articles are typically used as a foundation; the reviews establish a need for the primary research conducted by the authors. Students need to understand how critical sound methodology is to good academic writing.

We maintain that it is important for composition teachers to be well-versed in various research methodologies and to bring in assignments which acquaint students with the promises and pitfalls of these methodologies. Not surprisingly, many of our students seem essentially unaware of the various ways research can be conducted in different fields. Many of these students are majoring in fields which privilege experimental research. Indeed, even those of us in English Studies must recognize the impact that the predominance of experimental research has on us. Yet in many fields, experimental research cannot be conducted--at least, not under the rigid standards of a laboratory.

We are working, then, to introduce students to three other types of primary research. Survey research, historiography, and ethnography are all types of research which we feel have particular promise in the writing classroom because they acquaint students with the world of primary research, and they allow students to realize the

importance of methodology in any paper indebted to primary research. This, in turn, helps students read published academic articles more critically.

Part 2: Our Pedagogy

After we surveyed our students and observed their approaches to writing traditional research papers, we decided that we needed to design a sequence of assignments where students would be required to conduct primary research and write about it. We developed the following approach: we began with classroom exercises which introduce and problematize research issues and generate classroom discussion. We then gave the students several options for writing a brief out-of-class assignment. Finally, we asked the students to choose one viable option which they then developed into a full-fledged research paper.

Survey Research

Survey research is the most dreaded form of primary research for some students. Conducting a survey means confronting a lot of people and asking them questions they may not want to answer. But survey research is also the most comprehensible to our students. We started with survey research because surveys allow students to generate numbers. They are very comfortable with writing papers where they refer to percentages and majorities and means.

We made them uncomfortable rather quickly, however. We began the section of survey research by giving them an environmental survey distributed nationally by Greenpeace in 1993. We tallied the results of that survey, so during the next class period we could give them the survey again--with their responses juxtaposed with Greenpeace's (Appendix A). The students typically thought the most striking question was: "Do you buy unbleached or recycled toilet paper?" Whereas 49.5% of Greenpeace's respondents answered, "Yes," 43.2% said, "No," 5.2% said, "Not available," and 2.1% said, "Don't buy," our students responded quite differently: 29.7% answered, "Yes," 53% said, "No," 1.6% answered, "Not available," and 14.1% said, "Don't buy." Interestingly, 1.6% of our students chose to create a category of "Sometimes." From this, students learned the difficulty of constructing surveys which can be easily responded to, as no respondent should have to create a new category in order to give an accurate response. The students also recognized the quirky nature of statistics when they realized that a single student could become 1.6%. After noting these initial defects, it didn't take the students long to fully criticize the weaknesses of Greenpeace's methodology.

Next, we focused on the construction and implementation of surveys. Exercises used in conjunction with this survey not only helped students become familiar with some of the basics of survey research, but also helped students

understand the need for looking at published statistics with a critical eye.

Historiography

Since history has an impact on every field, historiography may be the most relevant methodology for the students who are not only developing their writing skills, but also learning basic information about their majors. Additionally, historiography can often be the most accessible methodology, as many students' majors preclude the use of surveys or ethnographies.

We gave our students articles dealing with the Battle of the Little Big Horn. One of the articles was published in the Dakota Territory *Tribune* shortly after the battle (Appendix B); the other article is a recent piece which calls Custer's "hero" status into question. The students read both articles, and then we discussed the rhetoric and style of both pieces, and the cultural and historical implications that these might have. The students were startled into the realization that expository writing often has a political agenda, and that these agendas must be considered when using sources. The students were also surprised to learn that legends such as Custer might be historical constructs, rather than facts.

Ethnography

When we began introducing our unit on primary research, ethnography struck our students as the most foreign methodology. This is ironic because, as we noted before, so many of them have written an "observation paper" in the past. But most of these students never recognized that an observation could be research; it didn't generate numbers or other tangible results: it was just an exercise. Students frequently fail to understand how such exercises are connected with research.

We began this unit by having our students read an ethnography. The excerpt from *The Cocktail Waitress* was particularly striking because it was based on an environment which many of the students are familiar with. *The Cocktail Waitress* also showed the students the true range of possibilities which ethnography entails. While many students would recognize Margaret Mead's work as an ethnography, few students realized that the "field" of "field research" can be one's own community as well. Our unit on ethnography was designed not only to have the students make observations about their chosen field of research, but to apply critical thinking skills in teasing out the relevant observations. We provided our students with a number of ethnography exercises, followed by discussion about the benefits and difficulties of using ethnography results in academic writing. By doing this,

ethnography became more of a usable research tool, and less of an isolated exercise in observation.

Conclusion

To conclude, we'd like to relate a brief story:

Some time ago, we overheard colleague, another doctoral candidate, raving about her dissertation. She had just been to the library looking for materials to use to update the review of literature in her dissertation . . . and she found that someone had just published a study that virtually replicated her own. Claire had worked so hard to find a topic that would be unique, and then she learned someone else had had the same good idea.

Many students have come to each of us in the same kind of volatile mood that Claire was in that day. But the cause of their frustration with their papers is typically just the opposite of Claire's. They have gone to the library, looking for materials that reflect all of their own ideas, with plans to write a synthesis paper. Our hope in incorporating assignments which require primary research is not that all of our students will come up with completely unique topics to write about, but rather that they will become less dependent on others' research, that they will develop a better sense of what activities are involved in academic writing, and that they will develop critical thinking and reading skills which allow them to become more thoughtful readers and writers of academic discourse.

Appendix A

Results of Environmental Survey
Originally Distributed by Greenpeace

Plain text=Greenpeace's results (N=50,000)				Shaded=Classroom results (n=64)		
1. Do you recycle?	Yes	No	Not Avail.	(Other)		
Newspapers	88.8%	6.4%	4.8%			
	65.6%	34.4%				
Paper/cardboard	62.1%	19.1%	18.8%			
	53.0%	43.8%	1.6%	1.6%		
Glass	84.3%	9.5%	6.2%			
	31.3%	62.5%	3.1%	3.1%		
Aluminum cans	92.5%	4.6%	2.9%			
	60.9%	37.5%		1.6%		
2. Do you buy unbleached and/or recycled paper products?	Yes	No	Not Avail.	Don't Buy	(Other)	
Stationery	51.1%	19.7%	3.0%	26.2%		
	43.8%	32.8%		23.4%		
Paper towels	52.7%	34.9%	5.6%	6.8%		
	39.1%	46.8%	1.6%	12.5%		
Toilet paper	49.5%	43.2%	5.2%	2.1%		
	29.7%	53.0%	1.6%	14.1%	1.6%	
Facial tissues	29.1%	48.1%	7.7%	15.1%		
	29.7%	59.4%	1.6%	9.3%		
Coffee filters	33.8%	23.6%	3.3%	39.3%		
	11.0%	32.8%	3.1%	53.1%		
Disposable diapers	2.9%	12.4%	1.9%	82.8%		
	7.8%	20.3%	1.6%	70.3%		
3. When shopping, do you consider . . .			Yes	No	(Other)	
Amount of packaging?			77.9%	22.1%		
			43.8%	53.1%	3.1%	
Reusable vs. disposable products?			89.5%	10.5%		
			54.6%	43.8%	1.6%	
Natural vs. synthetic materials?			81.4%	18.6%		
			43.8%	56.2%		
Chemicals in products?			79.9%	20.1%		
			43.8%	54.6%	1.6%	
Do you use your own shopping bag?			29.6%	70.4%		
			12.5%	85.9%	1.6%	
4. Do you consider fuel efficiency when shopping for a car?						
Yes	93.8%	81.3%	No	6.2%	14.1%	(Other 4.6)
5. Do you favor Congress passing legislation mandating higher fuel efficiency for cars?						
Yes	92.9%	81.3%	No	7.1%	17.1%	(Other 1.6)
6. Do you use public transportation?						
Always	9.4%	1.6%	Never	44.8%	32.8%	
Sometimes	30.7%	64.0%	Not Avail.	15.1%	1.6%	
7. Do you take the environmental records of political candidates into consideration when voting?						
Always	48.4%	7.8%	Never	43.1%	17.2%	
Sometimes	1.9%	54.7%	Don't Vote	6.6%	20.3%	
8. In the past year, have you . . .						
Written a letter to a public official about an environmental issue?						
Yes	32.4%	12.5%	No	67.6%	87.5%	
Participated in any sort of protest or demonstration about an environmental issue?						
Yes	13.7%	10.9%	No	86.3%	89.1%	
9. Do you support any environmental organizations?						
Yes	77.1%	45.3%	No	22.9%	53.1%	(Other 1.6)

Appendix B

Text of the "First Account of the
Custer Massacre"

FIRST ACCOUNT OF THE CUSTER MASSACRE

TRIBUNE EXTRA

BISMARCK, D. T., JULY 6, 1876

MASSACRED

GEN. CUSTER AND 261 MEN
THE VICTIMS.

NO OFFICER OR MAN OF 5
COMPANIES LEFT TO
TELL THE TALE.

3 Days Desperate Fighting
by Maj. Reno and the
Remainder of the
Seventh.

Full Details of the Battle.

LIST OF KILLED AND WOUNDED

Bismarck Tribune's Special
Correspondent Slain.

Squaws Mutilate and Rob Dead.

Victims Captured Alive. Tortur-
ed in Fiendish Manner.

What Will Congress Do About It

Shall This Be the Beginning of
the End?

It will be remembered that the Bismarck Tribune sent a special correspondent with Gen. Terry, who was the only professional correspondent with the expedition. Kellogg's last words to the writer were: "We leave the Rosebud tomorrow and by the time this reaches you we will have MET AND FOUGHT the red devils, with what result remains to be seen. I go with Custer and will be at the death." How true! On

the morning of the 22nd Gen. Custer took up the line of march for the trail of the Indians, reported by Reno on the Rosebud. Gen. Terry, apprehending danger, urged Custer to take additional men, but Custer having full confidence in his men and in their ability to cope with the Indians in whatever force he might meet them, declined the proffered assistance and marched with his regiment alone. He was instructed to strike the trail of the Indians, to follow it until he discovered their position, and report by courier to Gen. Terry who would reach the mouth of the Little Horn by the evening of the 26th, when he would act in concert with Custer in the final wiping out. At four o'clock, the afternoon of the 24th, Custer scouts reported the location of a village recently deserted, whereupon Custer went into camp, marching again at 11 p. m., continuing the march until daylight when he again went into camp for coffee. Custer was then fifteen miles from the village located on the Little Horn, one of the branches of the Big Horn, twenty miles above its mouth, which could be seen from the top of the divide, and after lunch Gen. Custer pushed on. The Indians by this time had discovered his approach and soon were seen mounting in great haste, riding here and there, it was presumed in full retreat. This idea was strengthened by finding a freshly abandoned Indian camp with a deserted tepee, in which one of the their dead had been left, about six miles from where the battle took place. Custer with his usual vigor pushed on making seventy-eight miles without sleep, and attacked the village near its foot with companies C, E, F, I, and L seventh cavalry. Reno having in the meantime attacked it as its head with three companies of cavalry which, being surrounded, after a desperate hand to hand conflict, in which many were killed and wounded, cut their way in a bluff about three hundred feet high, where they were reinforced by four companies of cavalry under Col. Benteen. In gaining this position Col. Reno had to recross the Little Horn, and at the ford the hottest fight occurred. It was here where Lieutenants McIntosh, Hodgson and Dr. DeWolf fell: where Charley Reynolds fell in a hand to hand conflict with a dozen or more Siouxs, emptying several chambers of his revolver, each time bringing a red-skin before he was brought down--shot thru the heart. It was here Bloody Knife surrendered his spirit to the one who gave it, fighting the natural and hereditary foes of his tribe, as well as the foes of the whites.

The Sioux dashed up beside the soldiers in some instances knocking them from their horses and killing them at their pleasure. This was the case with Lt. McIntosh, who was unarmed except with a saber. He was pulled from his horse, tortured and finally murdered at the pleasure of the red-devils. It was here that Fred Firard was separated from the command and lay all night with the screeching fiends dealing death and destruction to his comrades withing a few feet of him, and, but time will not permit us to telate the story, through some means succeeded in saving his fine black stallion in which he took so much pride. The ford was crossed, the summit of the bluffs, having, Col. Smith says, the steepest sides that he ever saw ascended by a horse or mule reached, though the ascent was made under a galling fire.

Companies engaged in this affair were those of Captains Boylan, French and McIntosh. Col. Reno had gone ahead with these companies in obedience to the order of Gen. Custer, fighting most gallantly, driving back repeatedly the Indians who charged in their front, but the fire from the movement heretofore alluded to.

Signals were given and soon Benteen with the companies in reserve came up in time to save Reno from the fate with which Custer about this time met. The Indians charged the hill time and again but each time repulsed with heavy slaughter by its gallant defenders. Soon, however, they reached bluffs higher than those occupied by Reno: and opened a destructive fire from Gen. Custer, Col. Weir was ordered to push his command along the bank of the river in the direction he was supposed to be, but he was soon driven back, retiring with difficulty. About this time the Indians received strong reinforcements, and literally swarmed the hill sides and on the plains, coming so near at times that stones were thrown into the ranks of Col. Reno's command by those unarmed or out of ammunition. Charge after charge in quick succession, the fight being sometimes almost hand to hand. But they drew off finally, taking to the hills and ravines. Col. Benteen charged a large party in a ravine, driving them from it in confusion. They evidently trusted their numbers and did not look for so bold a movement. They were within the range of the corral and wounded several packers, J. C. Wagoner, among the number, in the head, while many horses and mules were killed. Near 10 o'clock the fight closed, and the men worked all night strengthening their breastworks, using knives tin cups and plates, in place of spades and picks, taking up the fight again in the morning. In the afternoon of the second day the desire for water became almost intolerable. The wounded were begging piteously for it; the tongues of the men were swollen and their lips parched, and from lack of rest they were almost exhausted. So a bold attempt was made for water. Men volunteered to go with canteens and camp kettles, though to go was almost certain death. The attempt succeeded, though in making it one man was killed and several were wounded. The men were relieved and that night the animals were watered. The fight closed at dark, opening again next morning, and continuing until the afternoon of the 27th. Meantime the men became more and more exhausted and all wondered what had become of Custer. A panic all at once was created among the Indians and they stampeded, from the hills and from the valleys, and the village was soon deserted except for the dead. Reno and his brave men felt that succor was nigh. Gen. Terry came in sight, and strong men wept upon each others necks, but no word was had from Custer. Hand shaking and congratulations were scarcely over when Lt. Bradley reported that he had found Custer dead, with one hundred and ninety cavalry men. Imagine the effect. Words cannot picture the feeling of these, his comrades and soldiers. Gen. Terry sought the spot and found it to be too true. Of those brave men who followed Custer, all perished; no one lives to tell the story of the battle. Those deployed as skirmishers, lay as they fell, shot down from every side, having been entirely surrounded in an open plain. The men in companies fell in platoons, and like those on the skirmish line, lay as they fell, with their officers behind them in their proper positions. Gen. Custer, who was shot through the head and body, seemed to have been among the last to fall, and around and near him lay the bodies of Col. Tom and Boston, his brothers, Col. Calhoun, his brother-in-law, and his nephew young Reed, who insisted on accompanying the expedition for pleasure. Col. Cook and the members of the non-commissioned staff all dead--all stripped of clothing and many of them with bodies terribly mutilated. The squaws seem to have passed over the field and crushed the skulls of the wounded and dying

with stones and clubs. The heads of some were severed from the body, the privates of some were cut off, while others bore traces of torture, arrows having been shot into their private parts while yet living or other means of torture adopted. the officers who fell are as follows: Gen. G. A. Custer, Cols. Geo. Yates, Miles Keough, James Calhoun, W. W. Cook, Cpts. McIntosh, A. E. Smith, Lieutenants Riley, Critenden, Sturgis, Harrington, Hodgson, and Porter, Asst. Surgeon DeWolf. The only citizens killed were Boston Custer, Mr. Reed, Charles Reynolds, Isiah, the interpreter from Ft. Rice and Mark Kellogg, the latter the Tribune correspondent. The body of Kellogg alone remained unstripped of clothing, and was not mutilated. Perhaps as they had learned to respect the Great Chief, Custer, and for that reason did not mutilate his remains, they had in like manner learned to respect this humble shaver of the lead pencil and to that fact may be attributed this result. The wounded were sent to the rear some fourteen miles on horse litters striking the Far West sixty odd miles up the Big Horn which point they left on Monday at noon reaching Bismarck nine hundred miles distant at 10 p. m.

The burial of the dead was sad work but they were all decently interred. Many could not be recognized; among the latter class were some of the officers. This work being done the command wended its way back to the base where Col. Terry awaits supplies and approval of his plans for the future campaign.

The men are wore out with marching and fighting, and are almost wholly destitute of clothing.

The Indians numbered at least eighteen hundred lodges in their permanent camp while those who fought Crook seems to have joined them, making their effective fighting force nearly four thousand. These were led by chiefs carrying flags of various colors, nine of whom were found in a burial tent on the field of battle, many other dead were found on the field, and near it ten squaws at one point in the ravine--evidently the work of Ree or Crow scouts.

The Indian dead were great in number, as they were constantly assaulting an inferior force. The camp had the appearance of being abandoned in haste. The most gorgeous ornaments were found on the bodies of the dead chiefs, and hundreds of finely dressed and painted robes and skins were thrown about the camp. The Indians were certainly severely punished.

We said of those who went into battle with Custer none are living--one Crow scout hid himself in the field, and witnessd and survived the battle. His story is plausible, and is accepted, but we have not the room for it now. The names of the wounded are as follows...

The total number of killed was two hundred and sixty one; wounded 52. Thirty-eight of the wounded were brought down on the Far West; three of them died en route. The remainder are cared for at the field hospital.

De Rudio had a narrow escape, and his escape is attributed to the noise of the beavers, jumping into the river during the engagement. De Rudio followed them, got out of sight, and after hiding for twelve hours or more, finally reached the command in safety.

The body of Lt. Hodgson did not fall into the hands of the Indians; that of Lt. McIntosh did, and was badly mutilated. McIntosh, though a half-breed, was a gentleman of culture and esteemed by all who knew him. He leaves a family at

Lincoln, as does Gen. Custer, Cols. Calhoun, Yates, Cook, Smith, and Lt. Porter. The unhappy Mrs. Calhoun loses a husband, three brothers and a nephew. Lt. Harrington also had a family, but no trace of his remains was found. We are indebted to Col. Smith for the following list of the dead; to Dr. Porter for the list of wounded, which is also in full...

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